

## CHAPTER II

### THEORITICAL REVIEW

#### A. Speaking

##### 1. The Nature of Speaking

Speaking plays a significant role in human communication, as it is used for verbal communication, for instance, sharing ideas. Richards and Renandya (2002: 201) as cited in Widiati and Cahyono (2006: 269) stated that a large percentage of the world's language students learn English in order to develop proficiency in speaking, which highlights the primary aim of English language learning.

Speaking is defined as the ability to utter articulate sound or some words to express, state, and convey ideas or feeling. Speaking is called as a system that can be heard (audible) and can be seen (visible). Speaking is a kind of people's behavior that use some factors like physical, psychology, neurology, semantic, and linguistic widely, so it can be called as a people's tool in social life (Mulgrave as cited on Tarigan, 2008:16). In short, speaking is defined as the communication tool to share ideas and thought to the other people.

Speaking is called as productive skill. Speaking or the spoken language allows the people to produce a sequence of vocal sound in such way that another person can reconstruct from those sounds as useful approximation to the original meaning. In very simple term, the speaker starts with thought and put it into language; the receiver perceives the

language and thus understands the thought (Broughton, 2003:27). On the other hand, speaking is also defined as the interaction process involving two or more participant to convey the meaning that are intended (Harmer, 2004:271).

By those definitions above, it can be assumed that speaking is the way to interact with the society; it is used to convey the message, state the ideas, and express the feelings for the other people. Therefore, speaking is claimed to be very essential to support the communication in the daily life activities of human being.

## 2. The Purpose of Speaking

It can't be denied that the main goal of speaking is communication, specifically the oral communication. The purpose of speaking activity can be categorized into the different speaking event both are transactional and interpersonal function (Harmer, 2007:343). Transactional function has its main purpose conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about maintaining and sustaining good relation between people.

Tarigan (2008:24) also described that speaking has some purposes, there are:

### a. To inform (informative speaking)

Informative speaking is used to give knowledge, decide the correlation between things, explain or report about something.

This purpose of speaking could be found when the teacher

explains some lessons or present the materials for the students. In this activity, the students will accept knowledge and information from the teacher.

b. To entertain (fellowship speaking)

It means, the speaker wants to make the listener happier. This purpose of speaking could be found when the teacher told the story to the students like in narrative text. The teacher tells such a funny story to the students and the students will be entertained to hear that story.

c. To persuade (persuasive speaking)

Usually, this speaking activity is done by a businessman or entrepreneur. For example when a businessman wants to persuade the customers to purchase his product, the businessman should have some efforts to persuade the customer to like his product then purchase it.

d. To discuss

Deliberating speaking is used to make some decisions and planning. For example in the court, the judge wants to make a decision to give punishment for the criminal. The judge should make a discussion carefully to make a decision for the criminal. All the facts should be analyzed and identified in order to determine whether the decision is appropriate or not.

### 3. Basic Types of Speaking

In learning speaking the students have to know the level of speaking that has to be learned. There are some types of speaking, the basic types of speaking as quoted on (Brown, 2004: 141) are as follows:

#### a. Imitative

In this case, the type of speaking performance is the ability to imitate a word or phrase, or possibly sentence. The task of this speaking only focuses on the pronunciation itself and no others. The speaking task here just allows the students to retain the short stretch of language that must be imitated.

For example, a teacher orders his/her students to repeat what the teacher said,

Teacher : Repeat after me ! ( I bought a boat yesterday)

Students : I bought a boat yesterday

#### b. Intensive

The second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow bands of grammatical, phrasal, lexical, or phonological relationships. Here, the speaker must be aware of semantic properties in order to be able to respond. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentences and dialogue completion.

c. Responsive

In this type of speaking, the task includes the interaction and test comprehension but at somewhat limited level of very short conversation. The students allow to make a short conversation like standard greetings, simple request and comments. The stimulus is almost always a spoken prompt, with perhaps only one or two follow up questions:

Example: (The students create a dialogue about greeting)

Student A: Hi, how are you?

Student B: Fine, and you?

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes of multiple exchange and multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchange, which have the purpose of maintaining social relationship.

Example: ( In speaking class, the teacher asks students to create a dialogue in some situations)

Student A : Could you tell me where Avira Book-store is located?

Student B : Yes, I know you may go straight, turn left  
then.....

e. Extensive (monologue)

Extensive of oral production task include speeches, oral presentations, story-telling, which the opportunity for oral interaction from the listeners is either highly limited. Language style is frequently more deliberative (planning is involved).

Example: (The teacher asks their students to present their experience about their last holiday in front of the class).

The teacher : Please, tell me the experience about your  
holiday last week!

The student : I went to Malang last holiday. I felt.....

In this research, the investigation of students speaking ability was focused on students' interactive level. How they produce English, communicate and interact each other in requesting, stating, receiving and opposing opinion.

#### 4. Aspects of Speaking Ability

Speaking ability is regarded as the measure of knowing a language.

In learning English the students should be aware to some aspects of speaking ability. As quoted on Harmer (2001:269-271), some aspects of speaking ability are:

a. Pronunciation

It Includes a segmental features of individual sound, vowels, consonant, pitch, stress, and intonation pattern (Harmer, 2001:28). In learning speaking the students should be able to know how to produce word in the correct pronunciation and good intonation in order to convey different meaning.

b. Grammar

Grammar is defined as the rules in language for changing the form of the word and arranging them into sentences (Harmer, 2001:12). It involves the ability to produce the words in a good sequence of sentence. The pattern of the words being spoken must be arranged well. In learning speaking the students must recognize the correct use of grammar in delivering their speech so that the speaking can be understood.

c. Vocabulary

Vocabulary is the kind of word that go together in one language. It also involves the ability to know what the word meaning, how word extend their use, how words combine in sentence, and the grammar of word (Harmer, 2001:20). The students may enrich and produce some vocabulary items in delivering their speech in order to convey the meaning accurately.

d. Fluency

Fluency involves the ability to process information and language ‘on the spot’ (Harmer, 2001:269). It means the speaker able to speak and express the words without having hesitation. Further, Nunan (2003: 55) states fluency is the extent to which speakers use the language quickly and confidently, with few hesitation or unnatural pauses, false states, and word search.

e. Comprehension

Comprehension includes students’ understanding about the topic being discussed. It involves the students’ ability in understanding and comprehending the topic of conversation that is delivered or spoken.

**B. Teaching Speaking**

1. The Definition of Teaching

Teaching is a complex activities, strategies, mechanism, invitations, stimuli, and rhetorical are designed to help students become better learner (Gregory, 2006:40). It is also can be defined as the activity or the process of transferring knowledge from the teacher to the student in order to help them understand the material well. According to Brown (2001:7) teaching means showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know and understand. It means

that teaching is not only refers to the transfer knowledge itself but more than it. Teaching is helping and guiding the students becomes an active learner to participate in the class.

Teaching tends to help behavior into meaningful patterns and rhythm that can achieve the goals of instruction within class (Borich, 2011:27). A good teaching should be aiming at bringing about learning, to signal what is to be learned and to engage or to extend the students' interest and enthusiasm for the subject.

## 2. The Nature of Teaching Speaking

In many years ago teaching speaking only focused on doing repetition of some words or utterance. The teacher only asks the students to repeat what the teacher told or said and they didn't give appropriate material for the students to speak. Nowadays the goal of teaching speaking should be extended, the goal of teaching speaking is not merely to force students to speak by repeating some English utterances but it should cover the mastery of students communicative skills which students are able to express themselves and learn how to follow the social and cultural in each communicative circumstance.

Teaching speaking can be defined as a way at encouraging students to speak in a meaningful way. Kayi (2006:1) points out that teaching speaking means ask the students to:

- a. Produce the English sound and sound pattern
- b. Use word and sentence stress, intonation patterns and rhythm

- c. Select appropriate words sentence according to the proper social setting, audience, situation, and subject matter
- d. Organize their thoughts in a meaningful and logical sequence
- e. Use language as means of expressing values and judgments
- f. Use the language quickly and confidently with few unnatural pauses, which is called as the fluency (Nunan, 2003:55).

It can be assumed that teaching speaking is providing some activities, strategies, planning, and other requirement that help the students build their speaking ability. So that, the students are capable to speak English fluently with a good grammar, pronunciation, intonation, and able to bring English into meaningful conversation and interactive communication.

### 3. Principles for Teaching Speaking

According to Nunan (2003:54) stated that there are some principles for teaching speaking. In general, the teacher should consider about these principles below.

- a. The teacher should be aware of the difference between second language and foreign language learning context.

In teaching speaking the teacher should be aware that speaking is learnt in two board context foreign and second language. The teacher should determine the target of teaching speaking in the language context.

- b. The teacher ought to give students practice with both fluency and accuracy

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations. The teacher should provide plenty opportunities for the students to practice speaking English in order to build and develop students' accuracy and fluency.

- c. The teacher should provide frequent time or many opportunities for students to talk by using group work or pair work

The teacher should give frequent time for the students to practice English in the class. Pair work and group work activities can be used to increase the amount of time that students get to speak in the target language during lessons. Pair work or group works are allowed them to talk much in sharing their ideas,

- d. The teacher should plan speaking tasks that involves negotiation for meaning

The teacher should consider that negotiation for meaning such as asking for clarification, repetition, and explanation

during conversations involved in their speaking task. It will help the students enhance their progress of communication.

- e. The teacher should design classroom activities that involve guidance and practice in both transactional and interactional

Interactional speech is communicating with someone for social purpose; it includes both establishing and maintaining social relationship. Transactional speech involves communicating to get something done, including the exchange of good or services. In this case, the teacher should be creative to create several situations that involve transactional and interactional situations in speaking activity.

#### 4. Characteristic of Successful Speaking Activities

Brown (2001:270) says spoken language is easy to perform, but in some cases it is difficult. In order that the students can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

- a. Students talk a lot when they take part in speaking activity. They talk as much as possible of the period of time allocated to the activity of speaking. The students speak a lot in that duration and they comprehend the topic of speaking.
- b. Students have high motivation to join speaking class. It can be seen from their behavior to have a great desire to accomplish their speaking task and achieve the task objective.

- c. Language is of an acceptable level. Learners express themselves in utterance that are relevant, easy comprehensible to teach other and acceptable level of language accuracy. Means that the students are capable to build good interaction each other in sharing their ideas and information.

#### 5. Problems in Teaching Speaking

There are some common problems appear in teaching speaking:

- a. Students reluctance to speak and take part in speaking activity

In some cases, students are often reluctant to speak because they don't have self-confidence and they are not predisposed to express themselves in front the other people. Especially, when the teacher asks them to give personal information or opinion; most of them still take a long time to think and organize the ideas. It makes them lazy and passive to join speaking class.

- b. The teachers' role in speaking

In the real life, sometimes most teachers still uses the conventional method to teach speaking in the class. The teacher didn't give appropriate activity that support the students practice English widely. The teacher usually only uses the text book to teach their students and very seldom to give the students much time to practice English. It makes the students feel bored and they don't have enough encouragement to practice English. Moreover, the teachers' role in speaking should be the prompter,

facilitator, and feedback provider that can make the students have frequent time to practice English. The teacher should focus on providing adequate speaking task and guiding the students to actively practice English (Harmer,2007:345).

Based on problem above,it is better for teachers and students try their best to find out an appropriate method for themselves. Problem Solving can be one of appropriate method that enable to provoke student idea and encourage students self-confidence.

### **C. Problem Solving Method**

#### **1. The Nature of Problem Solving**

In teaching speaking the teacher may help and guide the students to have a frequent time to practice English. Adequate speaking task that enable to provoke students motivation to use English must be given to the students (Harmer, 2001:87). One of the methods that can be used by the teacher to teach speaking is Problem solving.

This method is developed by John Dewey (1916) and Kilpatrick (1918), they described that the teacher should involve their students to the project of learning, the learning must become purposeful and problem-centered (Arends, 2008:46). This theory indicated that learning is got from having problem; the problem can direct the students to determine the goal of learning itself. By making or creating problem as the topic of speaking, the students are encouraged to gain some

information and explore their knowledge to solve the problem that come upon them.

Problem Solving are efficient in helping students to apply and extend their learning in new contexts (OFSTED Handbook 1995:69). It is because the students got frequent opportunities to learn the topic and catch much information from it. According to Sadirman (1991:146) problem solving method is a method that provides some problems as the basic matter to analyze, identify, and gain the solution. In line with Sadirman, Killen (2006) in Reni (2012), problem solving is a strategy for posing significant, contextualizing, giving real solution, giving guidance, and instruction to learner as they develop content knowledge. Problem Solving is one of methods that is believed to provoke the students to use English appropriately. It is because they produce English in the meaningful interaction rather than they do the repetition of dialogue on the text.

Problem Solving is also defined as the method of thinking where the students are required to think about problem or the task given using some steps to get solutions (Sujdana, 2010:85). In this case, the students are involved in a group discussion and they are ordered to generate and think about some ideas through the given topic. In short, the students are mutually engaged to deliver and contribute their ideas independently to reach the best solution of the problem and achieve the goal of learning.

## 2. Characteristic of Problem Solving

Problem solving is part of Problem Based learning in which the problem becomes the starting point of the learning process. There are some characteristics of Problem Solving Method:

- a. The teaching learning process is characterized by students' centered. Learning is students-centered because the students are given the freedom to learn some topics and build some view points on the topic given.
- b. The teacher just become the facilitator who guide the students to learn and discuss the problem. In learning process the teacher only facilitate the students with the problem as the stimulus and framework of learning.
- c. Problem Solving used group work for learning. It is used because it helps students develop ideas, raise question on the topic given, then it makes the students actively participate in a group.

## 3. Some Considerations in Choosing Problem as The Topic.

(Arends, 2008:52) In implementing problem solving method, the teacher should consider some criteria of problem that will be used as the topic of speaking. Those problem criteria are:

- a. *The problem should create many answers* for the students. This means that the answer of the problem cannot be finished by single answer/simple answer. The students will have a great curiosity in

understanding the topic and they will be reflected to elicit many questions and answers on it.

- b. *The problem should be familiar and appropriate regarding to the students' intelligence level.* The problem that have to be solved by the students should be relevant and appropriate for the students' level.
- c. *The problem should be broad or extensive,* which students are enable to have frequent opportunities to extend their knowledge, information, ideas, and achieve the goal of instruction.
- d. *The problem should be useful* in which the students are able to take the benefits and learn from that kind of problems.

The teacher can use some ways to create or arise the problem as the topic of speaking. *First*, the problem can be elicited from the teacher's mind means that the teacher may provide the problem to the students. The problem can be in the shape of situation card, video, or authentic text. *Second*, the problem can be elicited from the students' mind where the students can look for the problem around them independently. Example: the problem dealing with their life, their family, or others.

Both two ways can be used as the alternative to create the problem as the topic of speaking. The teacher can use one of the alternatives to create the topic before implementing problem solving method in his/her speaking class. In this research, the problem as the topic of speaking was

given on situation card in the form of question, case studies, or scenarios that do not have a definite right or wrong answer.

#### 4. The Steps for doing Problem Solving Method

Some experts have described the process of problem based learning from the perspective of students. This process generally includes four main steps, there are:

- a. Being introduced to the problem
- b. Exploring what they do and do not know
- c. Generating the possible solution to the problem
- d. Considering the consequences of each and selecting the most viable solution (Mathew, 2007:1).

For this research the writer applied the five steps of effective problem solving which is commonly called IDEAL steps. As quoted on Made Wena (2011:88). The steps of IDEAL are as follow:

- a. Identifying the problem

It was started by giving problem to the students. The teacher asked the students to analyze and identify the problem. The teacher also prompted or fostered them to deliver some questions related to the problem.

The example question: What is the problem we are facing?

- b. Defining the problem

Asking the students to define the problem through looking at alternatives, brainstorming, and checking out the different points of

view. In this activity the teachers' responsibility is helping and guiding the students to look for the information and fact of the problem.

The example question: What are the facts that frame this problem?

c. Exploring the solution

In this case, the students are encouraged to think and state their ideas to find out some possible solutions regarding to the problem.

The teacher guide and help them to find out the solution of the problem.

The example question: What are the solutions of this problem?

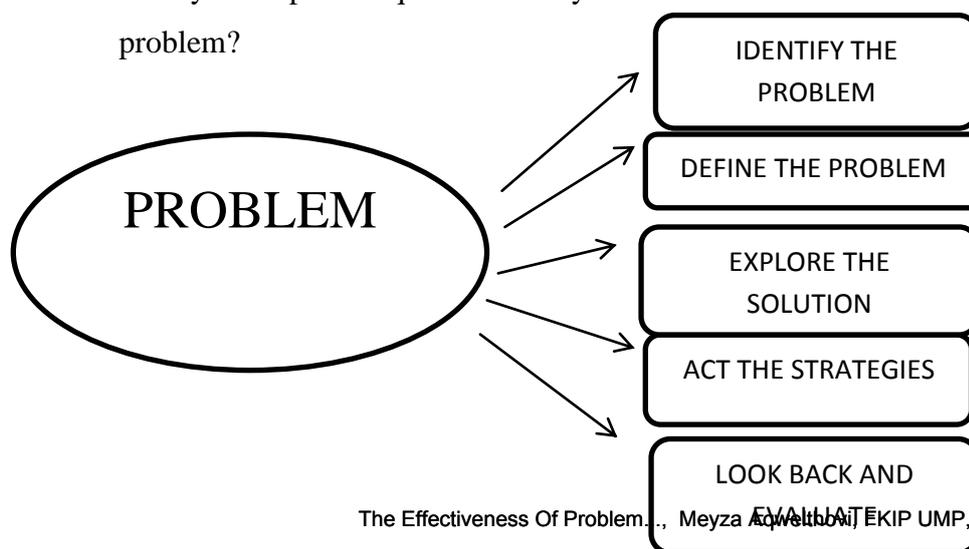
d. Acting the strategy

The students are encouraged to think critically and consider about all the consequence of the solution selected. In this case, the student should be aware to the solutions selected.

Example of question: What is the best solution for this problem?

e. Looking back and evaluating the strategy

The students are ordered to give a clue or conclusion to the problem discussed and present the result of problem discussion clearly. Example of question: Why is this best solution for the problem?



Those steps guide students thought. Through this method, the students will reconstruct their thinking easily on their mind and speak English as well.

#### 5. The Advantages and Disadvantages of Problem Solving

There are some advantages of problem solving methods:

- a. Problem solving promotes students' confidence to make them self-directed.
- b. The students become more actively participate in the class because they try to reveal their thought and try to convey their ideas through the problem.
- c. It enhances students' critical thinking, meaningful interaction/communication and cooperation among students in solving the problem. Watson (2001:3) in Othman and Ismail (2013).
- d. It helps the students learn independently because problem solving method focused on students oriented where the students are encouraged to discover the solution of some problems independently whereas the teacher only become facilitator or supporter who guide their learning process.
- e. It builds democratic situation where the students are freely to suggest and give their argumentation (Hamruni, 2011:114).

There are some disadvantages of Problem Solving Method

- a. Problem solving method needs a lot of time to prepare. It demands some resources and adequate teaching material.
- b. It needs much energy to monitor or control the class condition. The class will become so crowded and the teacher should have enough energy to handle the class activity.
- c. Sometimes the passive students will think that problem solving is troublesome method because they must pass some steps which are structured and systematic.
- d. When the students don't have interest or bravery to solve the problems they will feel doubt to try speaking.
- e. Sometimes it's difficult for the teacher to determine the problem which is appropriate to the students' level (Hamruni, 2011:114).

#### 6. The implementation of Problem Solving Method to Teach Speaking

In doing speaking activity through problem solving, the students will be encouraged to participate actively in sharing and stating their ideas.

The teacher's role in problem solving is only become the facilitator or coach who guide the students to actively participate in doing speaking activity. (Woods, 1996: 2-1) In problem solving the coach or the facilitator brings out the situation of teaching learning process by:

- a. Asking and leading open-ended questions that will help the students explore the richness of the situation and then develop their critical thinking
- b. Helping the students reflect on the experience they are having. Guiding the students to realize the fact, the cause of problem come upon them.
- c. Challenging their thinking and raising the issue that need to be considered. Gain some information from the students mind to explore their understanding about the problem or situation given.
- d. Stimulating, encouraging, creating and maintaining a warm, safe atmosphere in which every students will be willing to share experience and ideas without fear.

There are some steps to teach speaking using problem solving. In doing this activity the teacher doesn't require much time, it only needs 30 minutes to discuss the topic. To create enjoyable atmosphere in teaching speaking through problem solving some steps are considered as follow (Karen, 2002:9):

- a. Before making a group, the teacher writes IDEAL steps on the board including the time on each step. Explains these steps to the students.

Identify the problem	4 minutes
Defining the problem	4 minutes
Exploring the problem	7 minutes

Acting the Strategy	5 minutes
Look back and Evaluate	10 minutes

- b. Asking the students to make a group discussion consisting of 3-4 students.
- c. Asking one student to become a leader and the others become a member of group.
- d. The teacher poses some cases or situation as the problem that should be analyzed and identified by the students. To make the problem easily to understand and interested in defining it, the problem can be taken from the news or the video that is relevant for the students' mind. The teacher poses a short video or situation card as the problem to be discussed and identified. In this research, the focus was on giving situation card (in the form of question and case) as the teaching aid for posing problem.

Example:

- You have budget about two million for holiday. Some areas are suggested below:
- Jakarta City
  - Bali
  - Lombok Island
  - Malang City

Discuss with your friend what area will be visited in holiday. Discuss the advantages and disadvantages of each are to reach agreement on the most suitable.

- e. When the problem on the situation card has been distributed, asking the student to discuss the problem within group using IDEAL steps which is written on the board.
- f. First, the leader of the group read the situation card then tells it to the whole of group. In the activity, the students have to ask and give opinion one another. For the results, the students will achieve asking and giving opinion skill development. Second, after the students understand about the situation of problem then move on to the next step, asking them to look for the solution. In this case, each students in the group should share their view or perceptions on the problem. They ask and give opinion about some solutions. The ideas here is not to prove one person right or wrong, but to get as complete description of the problem from several different. Third, they have to choose the best solution then discuss the reason. Fourth, when they've got the solution of problem then evaluate or report their discussion result in front of the class. When the students do this activity, asking the other group to ask some questions or give comments for their discussion result.

By implementing those steps, the students are challenged to speak English appropriately as they are solving problem. Furthermore, they will arrange their words in a good order using those steps. Learning speaking through problem solving is transformed in an active process where students are mutually engaged in the dialogue. On the other hand, the

students will be highly motivated, they can explore their ideas and contribute some view points. Further, leading the students to discuss their view of problem and their own ideas raises their self confidence and provides much opportunities for them to reflect and to devise new conceptual strategies (Hmelo-Silver, 2004:240).

#### **D. The Previous Relevant Research**

There are some previous researchs were conducted regarding to the use of problem solving method in teaching speaking. First, Nurhayati (2012) examined the use of Problem Solving Method through show case to teach speaking at tenth grade students of SMA XX Garut in academic year 2011/2012. It was described that the student becomes more confidence and brave to state or oppose their friends' opinion. In the other hand, the students show to be more active participate in the class because they've tried to solve the problem cooperatively. Second, Rahmat (2012) examined the use of problem solving method in teaching speaking at the tenth grade students of SMA Bina Cicalengka Bandung. It was described that teaching speaking through problems solving was effective. It was proved that the result of  $t$ -observed is greater than  $t$ -critical value. Third, Ridho (2013) he stated that problem solving or Problem based learning gave some positives effect toward students' speaking ability. The students were active to speak and participate in the classroom; they were freely to express their ideas based on their knowledge.

In conclusion, based on those relevant research seem to confirm that problem solving method can affect students speaking ability. So, this research will extend more about the effectiveness of problem solving method to teach speaking.

#### **E. Basic Assumption**

Problem solving method provides the problem as the basic matter to identify, analyze, and gain the solution. This method gives a frequent time for the students to practice speaking English confidently through solving the problem. By implementing problem solving method the students are forced to speak. They are ordered to think critically about some problems then they also encouraged to speak to share their ideas each other within the group. The students will be easily organize their ideas and able to build an interactive communication in the context of daily life. Therefore, problem solving method is believed as one of the effective method to teach speaking.

#### **F. Hypothesis**

Based on the statement mentioned previously, the writer makes a hypothesis that the problem solving method is effective to teach speaking in the eleventh grade students of Banyumas Senior High School.